

2005–2007 CATALOG



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WELCOME BOOZHOO



The faculty and staff that work at this institution, and the students that attend classes here “seek the truth wherever that leads us...” In a time in history when we all need to know and understand more about so many things, colleges will lead the way in helping our communities, our state, and our country to become stronger and more unified. At Fond du Lac Tribal and Community College, tolerance is not good enough. Respect and celebration of our differences, as well as our commonalities is a part of our institutional philosophy that makes us a strong and vibrant educational family.

Fond du Lac Tribal and Community College has played and will continue to play a significant role in the development of our future leaders by providing

outstanding teaching, excellent student support services, academic resources, and a wide variety of opportunities to learn and grow. I hope that our students’ experiences at this institution will inspire some to go into public service. As President Lincoln stated a century and a half ago, “we cannot escape history.” There is nothing more satisfying than being helpful to others. At this college you have a chance to make a difference.

On behalf of our faculty, staff, students and Board of Directors, thank you for your interest in Fond du Lac Tribal and Community College. I encourage you to learn more about our beautiful college. We truly have a union of cultures where we teach, learn, live and grow together.

Welcome!

Donald R. Day
Chi-Anishinaabe
President

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GENERAL INFORMATION

Mission

The mission of Fond du Lac Tribal and Community College is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment.

To achieve this mission we will:

- Promote scholarship and academic excellence through transfer and career education, and to provide access to higher education by offering developmental education.
- Respectfully promote the language, culture and history of the Anishinaabeg.
- Provide programs which will celebrate the cultural diversity of our community and promote global understanding.
- Promote a sense of personal respect and wellness.
- Provide technological opportunities and experiences, preparing students for the future.
- Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.

History

Fond du Lac Tribal and Community College is a unique institution, created by the Minnesota Legislature in 1987 and chartered as a tribal college by the Fond du Lac Reservation that same year. Its commitment to meeting the educational needs of a diverse population is reflected in its mission statement.

Fond du Lac Tribal and Community College opened its doors in the Fall Quarter of 1987, eight years after the Fond du Lac Reservation Business Committee first voiced the need for a community college as part of a comprehensive educational plan for the reservation.

The tribal-community college idea gained momentum in the early 1980s as the Reservation Business Committee documented a need for higher educational opportunities among the residents of both Carlton and St. Louis counties in Minnesota.

In 1985, Mesabi Community College accepted the Reservation Business Committee's invitation to hold college classes at the Ojibwe School site on the Fond du Lac Reservation. The collaboration was immediately successful and in 1986, the

Minnesota Legislature funded a feasibility study for a community college operated as a joint venture of the Fond du Lac Reservation and the Arrowhead Community College Region.

In 1987, the Bureau of Indian Affairs determined that Fond du Lac Tribal and Community College was eligible for funding under the Tribally Controlled Community College Act (Public Law 95471), and the Minnesota Legislature appropriated money for the college's first two years of operation. The college utilized classroom and office space in the Garfield Building in Cloquet.

In 1989, the Minnesota Legislature authorized the beginning of design development for a college campus. A planning committee representing tribal and civic government, business, the Arrowhead Community College Region, college students, faculty, and staff worked with architect Thomas A. Hodne, Jr., to produce a concept reflecting both American Indian and non-Indian cultural values. The Minnesota Legislature approved the plan later that year.

Architectural plans completed in 1990 called for a campus built in phases. Construction of the first phase began in July 1991. Plans included classrooms, library, computer labs, and student services, faculty and administrative offices. The new campus, able to accommodate the equivalent of 500 full-time students, opened its doors Fall Quarter 1992.

In 1994, the federal Bureau of Indian Affairs reconfirmed Fond du Lac Tribal and Community College as a tribal college under the Tribal Community College Act. Congress passed legislation giving Fond du Lac Tribal and Community College status as a Land Grant Institution, and the Minnesota Legislature approved Fond du Lac Tribal and Community College as a full college by state standards with co-governance language between the state and the Fond du Lac Band of Lake Superior Chippewa. The Minnesota Higher Education Board confirmed Fond du Lac Tribal and Community College as a full community college, according to state system standards for funding.

In 1995, planning funds were appropriated by the legislature for the development of phase two in the building program. Plans included the construction of on-campus student housing.

The on-campus student housing project moved forward during 1996 as the Minnesota Legislature appropriated funding for construction of the new housing complex at the college. Groundbreaking for the on-campus student housing facility took place in September, 1998. The housing facility was completed in August, 1999.

A satellite uplink was added in 1996, enabling the college to send and receive additional course offerings via a distance learning network. In 1997, Fond du Lac Tribal and Community College celebrated its tenth year of operation. It was a decade of excellence, evident in the rapid growth and expansion of the college, and its acceptance by local, state and national governing bodies and education boards.

Starting with the new academic year in the Fall of 1998, Fond du Lac Tribal and Community College changed from a quarter term system to a semester term system. In June of 1998, the United States Department of Agriculture-Natural Resources Conservation Service partnered with the college to establish on campus a national Center of Excellence emphasizing soil science map compilation.

The final year of the century, 1999, was an eventful one at Fond du Lac Tribal and Community College. In May 1999, after an intensive self-study process and site visit evaluation, the college was recommended for accreditation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. In August, the new residence hall on campus was completed and the first students moved in for Fall Semester. Enrollment reached an all-time high with 937 students registered for Fall Semester classes. Since then, enrollment reached a record 1,754 students during Fall Semester, 2003.



With the growing popularity of the college and the increasing enrollment creating extra demand for classroom and office space, the Minnesota Legislature approved a \$4.5 million bonding request to expand the academic classroom building on campus. Combined with an additional \$3 million of privately raised funds, the expansion project added nearly 40,000 square feet of classrooms, faculty offices, student meeting and casual space, tutoring center, conference rooms and storage areas. Groundbreaking occurred in August, 2002, and the building expansion was completed one year later in August, 2003.

In 2003, Fond du Lac Tribal and Community College also gained approval from the Minnesota Legislature and the Minnesota State Colleges and Universities Board of Trustees to develop and offer a baccalaureate degree program in Elementary Education. With this approval, Fond du Lac Tribal and Community College is the only community college in Minnesota with the ability to offer four-year bachelors degrees.

Accreditation

Consistent with the mission of the college, Fond du Lac Tribal and Community College is committed to student learning and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

For additional information regarding accreditation, assessment, and other areas related to academic accountability, contact the Commission at (312) 263-0456, or view the website at www.ncacihe.org.

The Law Enforcement Program is certified by the Minnesota Board of Peace Officer Standards and Training (POST).

Land Grant Institution

As outlined in the federal Equity in Educational Land Grant Status Act of 1994, Fond du Lac Tribal and Community College received designation as a federal Land Grant institution. This federal act conferred land-grant status on 29 tribal colleges and authorized the establishment of an endowment to support land grant initiatives at these colleges. Currently, there are only 105 land grant colleges and universities designated by the original 1862 legislation and the subsequent 1890 and 1994 federal legislation.

Land grant institutions follow a mandate to provide openness, accessibility, and service to people. Many land grant institutions are among the ranks of the most distinguished public research institutions, and all share the same three-fold mission of teaching, research, and extension.

Minnesota State Colleges & Universities System

Fond du Lac Tribal and Community College is one of 32 institutions that make up the Minnesota State Colleges and Universities system. This statewide system of community colleges, state universities, and technical colleges is governed by a Board of Trustees. The Minnesota State Colleges and Universities System comprises 32 institutions on 53 campuses throughout Minnesota and is a critical source of occupational training and education in the state. The system serves about 240,000 students per year in credit-based courses and an additional 130,000 students in non-credit courses. The system is responsive to the needs of business, collaborating with employers to provide affordable, customized training and education programs.

American Indian Higher Education Consortium

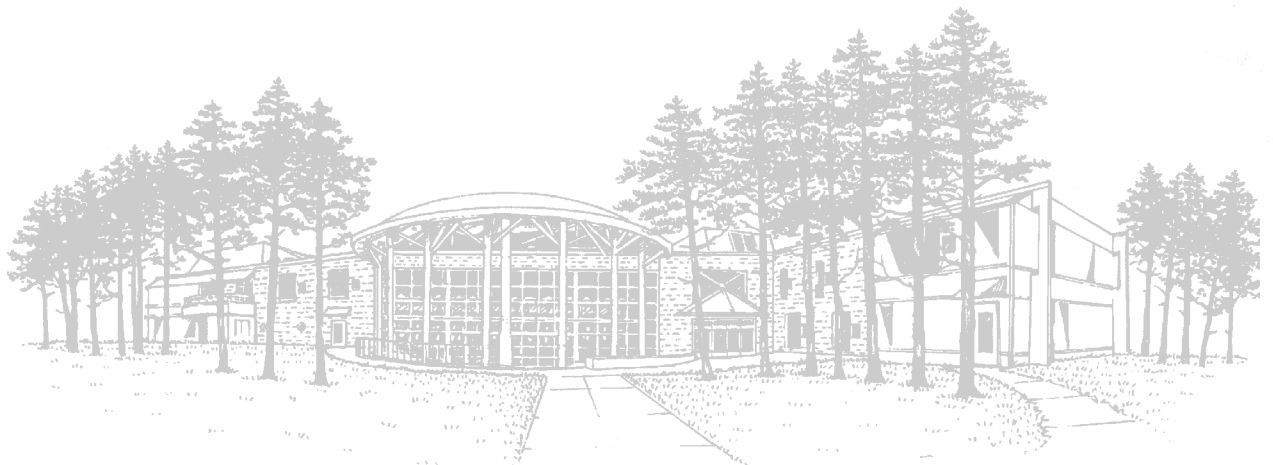
Tribal colleges were founded by American Indian people to meet the needs of Indian people for an educational environment that respects both Indian people as individuals and the tribal culture. Their underlying philosophy is that Indian people must assume control of their own resources.

The first tribally-controlled college, Navajo Community College, later renamed Dinè College, opened its doors in 1968. There are now 35 tribal colleges in the United States, and one in Canada, which combine to form the American Indian Higher Education Consortium. The consortium provides a united voice for tribal colleges and acts as a clearinghouse for sharing resources for member colleges. Fond du Lac Tribal and Community College became a full voting member of the American Indian Higher Education Consortium in 1989.

American Indian College Fund

The American Indian College Fund, a fund-raising organization supporting tribal colleges, became fully operational in September 1989. Fond du Lac Tribal and Community College, like all tribal colleges, distributes financial assistance from the American Indian College Fund to be used for American Indian student scholarships.

The positive response of the American Indian College Fund to meet the needs of tribal colleges increases every year as more and more people become aware of the existence of tribal colleges and their high rates of success in providing quality education to American Indian students.



Equal Opportunity Institution

Fond du Lac Tribal and Community College is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law.

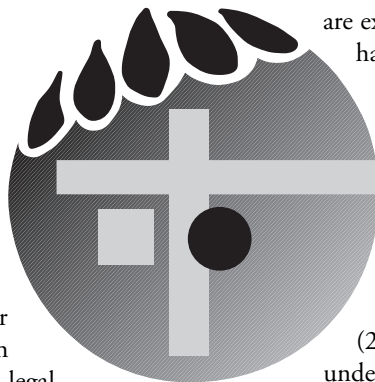
For additional information on equal opportunity and affirmative action policies at Fond du Lac Tribal and Community College, contact Wade Gordon (Office W111) at 218-879-0864.

Statement of Diversity

Fond du Lac Tribal and Community College has accepted a unique role and responsibility in fostering diversity in our society. The college is dedicated to the search for knowledge and the right of every individual in our learning community to pursue that search with freedom, dignity, and security, regardless of religious affiliation, race, ethnic heritage, gender, age, sexual preference, or physical ability.

The college publicly declares its intentions:

- To continue the development of multi-cultural learning communities.
- To establish, communicate, and enforce standards of behavior for students, staff, and faculty which uphold our academic values and legal obligations.
- To promote the acceptance of and respect for individuals in an atmosphere of caring for others.
- All members of the college community have a responsibility to ensure that Fond du Lac Tribal and Community College is an open and welcoming community for all who enter.



Rights and Protections Provided by Office for Students with Disabilities

Fond du Lac Tribal and Community College does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. The Office for Students with Disabilities (OSD) has been designated to coordinate compliance with the nondiscrimination requirements contained in Section 35.107 of the Department of Justice Regulations.

For additional information on these policies, contact Anita Hanson (Office 133) at 218-879-0805 (voice and TTY).

Sexual Harassment and Sexual Violence Policy

Fond du Lac Tribal and Community College and the Minnesota State Colleges and Universities System are committed to ensuring an educational and employment environment free of sexual harassment, sexual violence, or harassment based on sexual orientation. All members of the college are expected to report incidents of sexual harassment, sexual violence or assault, or harassment based on gender or sexual orientation. Sexual harassment is a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended in 1972 (42 U.S.C. S 2000e. et. seq.), the Minnesota Human Rights Law 363.03 subdivision 51, and Title IX of the Educational Amendments (20 U.S.C. 1681, et. seq.) and is punishable under both federal and state laws.

For additional information on these policies or to report an incident, contact Wade Gordon (Office W111) at 218-879-0864 or Anita Hanson (Office 133) at 218-879-0805.

The Campus

Fond du Lac Tribal and Community College is located in Cloquet, Minnesota, just off Interstate 35. The campus is situated in a beautiful setting, a 38-acre former tree farm of 60-foot tall majestic red pines. The college sits on top of a bluff overlooking Cloquet, a community of approximately 11,000 people. The Fond du Lac Reservation Business Committee offices are approximately three miles away from the college.

The Fond du Lac Tribal and Community College campus is the product of extensive consultation among tribal and civic leaders, business people, educators, and students. This group defined their needs and, with the help of a skilled architect, created a campus reflecting the integrated cultures of the Northeastern Minnesota area.

The symbolic concepts integrated in the design include:

The sacred circle and the wheel represented in the campus ring road, which has its northerly slopes planted to represent the bear paw. Together, the bear paw and the circle represent strength and protection.

The four directions and the cross are formed by the 90-foot-wide clearing in the middle of the campus. The 70-foot-wide building is centered in the clearing. The four arms of the building represent the four directions, an American Indian symbol representing greater harmony in life.

The four colors of the Fond du Lac Reservation are red, black, white, and yellow. They are used on the four exterior metal walls of the



building, and are also representative of the four directions: north, south, east and west. The theme of diversity is represented in the many different construction materials visible throughout the academic building, and in the varying sizes and shapes of the windows in the building.

From above, the thunderbird dominates the shape of the academic building. Extensive use of large

windows provides earth and sky views of the outdoor environment, and represent the importance of having a vision for the future. The building design combines straight lines and circular elements to depict the college's role of bringing people from different backgrounds together in a safe, respectful place for everyone.

The circular amphitheater is topped with a blue dome to represent the sky. Large floor-to-ceiling windows separate the two halves, indoors and outdoors, of the amphitheater circle. Floor tiles and carpeting in the amphitheater area are green and brown to represent the earth.



Several works of art are featured in prominent locations on campus. “Ojibway Stream,” composed of stainless steel and river rocks by artist Truman Lowe, is a sculpture about streams and the importance of water to life. Located among the pine trees along the walkway to the main entrance of the college, the sculpture is in the form of a bench 25 feet in length. Patterns cut into the stainless steel resemble the river current surface movements of water. A rocky stream bed is visible below. The mirror-like surface of the bench reflects the trees and sky in summer, and appears to glow against the snow cover in winter.



“Chiringa,” a totem sculpture in bronze by George Morrison, is perched upon a large igneous rock located in a clearing in the woods. For this sculpture, Morrison was inspired by the many forms, variations, and meanings of totems created by peoples and civilizations since the dawn of time. The “Chiringa” form in particular, has been inspired by Central Australian aborigines. Morrison’s totemic piece is not specific in meaning, nor does it tell the story of a clan by objective marks and imagery. This sculpture is a contemporary and abstract version of many kinds of totems.

“Niigahnii Gwuhne’yaush” (Leading Feather), the larger-than-life size breast plate located on the amphitheater wall, was created by Cynthia Holmes, a faculty member in the Art Department at Fond du Lac Tribal and Community College. This piece honors Lester Jack Briggs, the first President of Fond du Lac Tribal and Community College. Because of Jack’s heart and spirit, he was larger than life, and Holmes wanted to ensure the campus had an adequate representation of Briggs around for the future. The materials also reflect the bridge between communities and cultures that come to learn together at the college. The hairpipes are made of clay, representative of the Native American culture. The beads are fishing net floats, representative of the non-native settlers to the area who fished the waters of Lake Superior.



“Jack’s Path” is the permanent memorial on campus that honors the late Lester Jack Briggs, founding president of the college. The memorial remembers Briggs and his leadership during the formative years of the college, his accomplishments, and the long-reaching effect he had touching peoples’ lives. Briggs served as president of Fond du Lac Tribal and Community College from its inception in 1987 until his passing in December 2001.

Created by artist Sterling Rathsack, a sculptor and painter from Superior, Wisconsin, the memorial includes four 600-pound bronze sculptures. Nestled among the trees on the



of the soul. One features a turtle image, which is representative of the creation stories of Ojibwe culture. Another indicates the four compass directions, and the fourth sculpture contains an inscription about Briggs, and serves as a basin for offerings.

The four sculptures are made from recycled materials. Rathsack chose recycled materials because of Briggs’ philosophy to help people succeed, especially people in need of a second chance at something. Many people explained stories about how Jack promoted getting the full potential out of things, whether it was a person or materials. The artist felt it was

important to use recycled materials in the project, to emphasize giving something a second chance and a new life.



north side of the campus, the site is a quietly stated marker of Briggs’ personal background and professional service. The memorial provides a location for reflection, remembrance, and inspiration.

The development of the iconography on the sculptures was created from the ideas generated by Briggs’ family, college students, college employees and friends as they related their experiences and stories about Jack. One piece is highlighted by a sleeping bear, a symbol

